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ABSTRACT

A block of time commencing at 9:00 a.m. and ending at 11:00 a.m. for each school day of the week was set aside for instruction in social studies, language arts, and audiovisual education. This blocking required that students move into the three specialized areas of instruction as special material was available in the class-laboratory rooms. Team teaching and cooperative teaching techniques were used to integrate activities and experiences. Longitudinal strands common to other blocks gave further continuity to the total preparation program for elementary school teachers. Blocking instruction provided the opportunity to present greater amounts of material and helped students to see interrelationships. Blocks also provided students with instructors who are living examples of what they teach. General reflections concerning this first team planning and teaching effort were positive. (The booklet is in the form of a series of chapter articles written by participating faculty.) (Author/JB)

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School of Education, Indiana State University

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David T. Turney
Dean, School of Education

Charles D. Hopkins
Director

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USING THE BLOCK PROGRAM TO PREPARE ELEMENTARY SCHOOL TEACHERS AT INDIANA STATE UNIVERSITY

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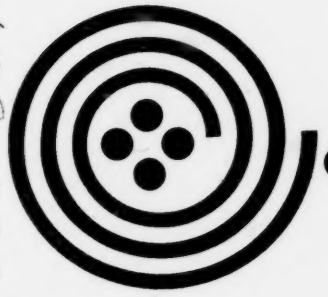

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

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INDIANA STATE UNIVERSITY

TERRE HAUTE

The material for this bulletin was organized by:

Ralph H. Jones
Associate Professor of Education
Indiana State University

Special Pictorial Effects:

Lawrence Reck
Associate Professor of Education
Indiana State University

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FOREWORD

Building effective curricula and workable teaching designs is a difficult task at any level of education. Those of you who have worked at this problem in elementary and secondary schools will recognize many of the difficulties you have encountered in the account that follows. What you may not have realized is that active university faculties come to grips with educational problems in much the same manner as do all educational workers.

Their solutions, their working plans, and the nature of their thinking are thoughtfully portrayed in this curriculum report. A careful reading conveys a sense of the excitement and creative imagination generated by a faculty in search of better ways to prepare teachers to join you in the service of the youth of our nation.

David T. Turney, Dean
School of Education
Indiana State University

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PREFACE

Teaching in the 1970's and 1980's is where the action is—the action against ignorance, prejudice, and the stifling of human potential. Teachers make an extremely valuable contribution to our society by helping to awaken each student to his potential, assisting in the developing of humane values, helping to produce the enlightened citizenry essential to our democratic way of life, and aiding individuals to learn to choose what is truly best for themselves.

To educate teachers who can perform competently these multiple roles within our rapidly changing society and its changing cultural orientation is the challenge with which teacher education institutions must cope. To meet this challenge, professional preparation programs must provide for the gaining of various sets of experiences appropriate to professional service, allow for experiencing the comprehensive character of knowledge, and furnish the opportunity for the prospective teacher to learn how to translate knowledge into educational action in the classroom. For not only do prospective teachers learn differently, but they learn different things, and they put together similar things in different ways—and each may be equally successful.

Beginning in the fall of 1969, the Department of Elementary Education at Indiana State University undertook a self-study regarding the total preparation of its undergraduate elementary education majors. As a result of 18 months of intensive study, a new program was devised. Changes were made in the general education and elective aspects of the program as well as in the professional education aspect. The material contained within this pamphlet describes our early experimentation with one of the five basic changes we made in the professional preparation aspect of the program—blocking professional method courses.

In order to achieve better integration of knowledge and experience and to lessen repetition, as well as to demonstrate the comprehensive and cohesive nature of teaching, three method courses (Reading and Language Arts, Social Studies, and Audio-Visual) were blocked together to form a curriculum theory and instruction block within which the students would receive two hours of instruction each day for a semester.

As a result of our experimental block, several things came to light which have caused us to reorganize in such a manner as to gain more control over time and facilities, to better deploy the faculty, and to improve the teaching-learning situation. We believe the improvement in this aspect of our new program is the direct result of our experimentation.

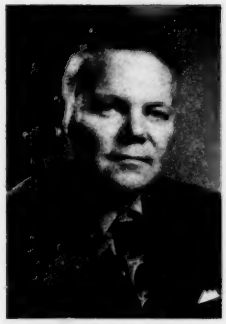
We hope that those of you who read about our experimental endeavor can also profit.

William L. Walker
Associate Professor of Education

CHAPTER I

MAKING THE BLOCK PROGRAM POSSIBLE--THE CHAIRMAN'S VIEW

William G. McCarthy



A primary function of a Department Chairman is to assist faculty in the achievement of their goals in teaching. The block or core program is an exciting adventure in university teaching which can help faculty derive more satisfaction from their teaching and help students to enjoy their teacher preparation work more thoroughly.

The Block Program

A block or core program may be defined as the uniting or combining of teachers, educational content, and materials into a unified teaching and learning effort. Teachers plan together as to when they will make presentations, the size of the instructional groups, and the unified content to be presented. The longer block of time in contrast to the shorter period is utilized.

Advantages of the Block Program

There are important advantages to the block. Let us take a specific example: Professors teaching in a team may correlate and integrate their instruction. For example, if a faculty member is teaching a portion of a social studies unit, his resource materials may be applicable to all subject areas in the block and repetition would be eliminated. A film strip related to the teaching of reading can be utilized in a social studies teaching unit. A single unified student assignment may be given rather than three separate ones. Repetition of instructional content, directions, and assignments can be eliminated.

A second major advantage of the block program is the enthusiasm generated through team teaching. Faculty find working together to unify and coordinate their instruction exciting as they enjoy sharing interests. They stimulate each other in their teaching. Each sees how his own segment of the elementary teacher curriculum can be made more fruitful by combining it with other parts. A kind of chain reaction of faculty stimulating each other occurs with creative, fresh ideas emerging to enrich teaching. Projects which were impossible alone now become realities as faculty cooperate in their instruction.

Problems

Problems are encountered when there is an attempt to block instruction or develop an instructional core. Henry Kaiser once said, however, that "a problem is an opportunity in work clothes." In the block, faculty have the opportunity to improve instruction by working together. Faculty do not have to be perfectly matched by temperament to team-teach. The similarity of goals and the overriding value of the total program strongly motivate instructors to be compatible and they willingly work together.

Another opportunity in work clothes is the scheduling of the block so that full use is made of rooms, learning laboratories, and instructional materials. Planning for rooms of adequate size is important. One room should be large enough to contain all students in the block for large group presentations. However, several small rooms should also be available for small group discussions. Rooms should be available for laboratory experiences such as micro-teaching, simulation, and programmed learning.

The Schedule

The planning and publication of the schedule of classes for students which are blocked should be indicated as such by a statement in the schedule. A sample follows:

> Curriculum Theory and Instruction Block IA will meet 8:00-9:50 daily. Students must enroll in E.E. 397, Section 1 or 2; E.E. 392, Sections 1 or 2; and E.E. 314, Sections 1 or 2 or 9.

Students must be advised into the block. The registrar must be kept advised of what the Department is doing so that the punch cards and other details can be handled. In the final evolution of the block, all course designations should be eliminated and the term block or core with a brief description should be used. Finally, the University bulletin or catalogue must be altered to show this change.

Strands

There are strands of learning which unify each block or core. These strands utilize principles from human growth and development, curriculum theory and instructional content, and teaching procedures. These fundamental ideas assist in integrating the total teacher education program.

The instructional block helps students to see interrelationships because of the planned integration of material dealt with by the instructional team. Students can utilize learning from one block in the program to help them in succeeding blocks. The longer time

structure of the core gives the student an opportunity to give his full attention for a half day to elementary education and not be distracted by other course work.

Clinical Experiences

Plans for clinical experiences are developed within the block. The time allotment is long and frequent enough so that purposeful teaching and learning activities with children can be included. Participatory experiences are important aspects of the block. Work with children is not saved until the end of the teacher education program.

Planning Time

Time for members of the team to plan the teaching and learning experiences and activities in the block is a problem that needs careful attention as professors need time to plan together and to teach together. They need time to develop trust and confidence in each other.

Evaluation

How effective is the instruction in the block program? Elsewhere in this pamphlet are evaluation instruments. Evaluation of this organizational approach to teaching should be done each term. The results of past evaluations have been as follows:

> A majority of faculty and students prefer this type of organization.
>
> Motivation for learning and teaching are strengthened for all concerned.
>
> There are no significant achievement test differences between students of like background.
>
> Faculty need time for planning.
>
> Enjoyment of learning is increased.[1]

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[1]Mildred Fenner, ed., "Experiment at Berkeley," N.E.A. Journal 56 (January, 1967): 21.

Importance of [illegible]

Utilizing the block or core approach is important because of the changes in the direction of team teaching, differentiated staffing, and continuous progress programs occurring in elementary schools. The block can result in more highly motivated learning and teaching by both students and faculty. Universities must lead the way so that teachers are taught by persons who are living an example of what they believe to be excellent teaching.

CHAPTER 2

BLOCK PLANNING

Ralph H. Jones

The organization of what is commonly called Methods Block II began during the spring semester of 1971 at Indiana State University. It was an outgrowth of the Elementary Education Department's work toward its new academic program for elementary education majors. The purpose of this block was to give direction and substance to the new program in the academic areas of Reading and Language Arts, Social Studies and Audio-Visual Education. A group of professors, composed of educators from the three academic areas, began their meetings by organizational effort. Ralph H. Jones was appointed chairman and Richard D. Biberstine was elected assistant chairman. The full compiement of this working combination also included Lloyd Smith, William Walker, Virginia Mitchell, Jan McCarthy, Mary Lois Williams, Lawrence Reck, Bernice Mayhew, David Waterman, and William McCarthy, exofficio.

During the early meetings of this group, ideas were discussed which would allow the block approach to be implemented in gradual stages. Each member was called upon for ideas of how this implementation could be best accomplished. In addition to the work of the methods block personnel, other professors in the audio-visual area and various administrators were asked to share their ideas concerning this different approach to professional education. Some cautious thoughts concerning the feasibility of this approach held by some of the audio-visual personnel were later completely dispelled. From these meetings concerning objectives, approaches to teaching, and organizing for teaching, a new team emerged.

Organizing the Team

By the fall term of 1971, the new team of three members, each representing his own academic area, was formulated. The team now composed of Richard Biberstine, Reading and Language Arts, Lawrence Reck, Audio-Visual Education, and Ralph Jones, Social Studies, began discussions concerning a coordinated approach to the academic areas of learning. Ralph Jones served as team chairman of this group which worked very closely with William McCarthy, Chairman of the Department of Elementary Education, throughout the initial implementation year.

These four people are shown during one of their working conferences.

Team Planning

Initial Team Meetings

During the fall of 1971 the newly formed team and the department chairman met each Friday to discuss the problems of the team effort. Goals, objectives, procedures, methods and other ideas which the Elementary Education Department had previously conceived were frequently discussed during these fall meetings. Professors Reck, Biberstine, McCarthy, and Jones also brought to these discussions background information which had been carefully documented by the members of Methods Block II in their earlier deliberations. The free interchange of ideas at these meetings formed an important basis for the later work of the teaching team. Frequently these working sessions were combined into informal luncheon working sessions at which other members of the Department of Elementary Education, other professors from Block II, and faculty from other departments of the School of Education joined with the group.

Organizing the Block of Time for the Program

A block of time commencing at 9:00 a.m. and ending at 11:00 a.m. each day of the week was set aside for instruction. Reading and Language Arts was given the hour from 9:00 a.m. to 9:50 a.m. each day. Social Studies was given Monday and Wednesday from 10:00 a.m. to 10:50 a.m., and the Audio-Visual section was given that time on Tuesdays and Thursdays.

The time from 10:00 a.m. to 10:50 a.m. on Friday was unscheduled. This block of time required a schedule change for the Language Arts and Audio-Visual instructors of the program. Other professors involved with the change were most cooperative and enthusiastic in expediting these plans.

The blocking required the students to move into the three class-laboratory rooms where special material was available for the three specialized areas of instruction. For example, special audio-visual equipment such as various projectors and media production equipment awaited the student in one special room. Maps, globes and other Social Studies material were available in another, and special reading material was available in the third classroom which was assigned to Reading and Language Arts. The three professors were exclusively assigned for this two-hour block of time. This freedom of assignment enabled team-teaching and cooperative teaching techniques to be used in integrated parts of the program.

Special Problems Concerned with Integrating the Three Areas

Early in the program problems arose concerning the three academic areas. The number of students to be enrolled needed to coincide with the size of the area assigned to audio-visual instruction and the number of projectors available. Other media equipment had to be correlated with this program. These problems of media and material use needed to be coordinated in the social studies program and with reading and language arts instruction. However, the pre-planning work accomplished by the methods block committee along with the work of the team did much to alleviate the serious audio-visual problem.

Unscheduled and Informal Meetings of the Team

The teaching team usually found it necessary to meet more often than the Friday organization meetings. Quite frequently one member would call the team together for a mid-week one-hour conference to discuss the upcoming class sessions. The harmony and good-will of these meetings made them easy to call and sincerely anticipated by the participating faculty. In addition to the Friday meetings and the mid-week sessions, informal talks were often held by the three professors. The close proximity of Larry Reck and Ralph Jones' offices facilitated communication. Biberstine's office location in Stalker Hall enabled the other professors to drop in and talk informally in short sessions between classes. This easy, informal atmosphere among the three faculty members was vital for the performance of the teaching team. Had strife and suspicion been evident in these relationships the team effort would have been seriously curtailed.

Common Objectives of the Team Approach

The three faculty members of the teaching team, with the cooperation of all the members of Block II, worked out objectives to guide the faculty and students in their goals of teaching and learning for this initial effort. These general objectives of Block II were:

1. The student will realize the need for integrating subject areas to make them more meaningful to their future pupils.

2. The student will become familiar with media for reading and how to practically apply them in the classroom.

3. The student will be skillful in the use of maps and globes.

4. The student will know how to identify learning goals and select suitable teaching materials in various subject areas.

5. The student will be able to produce a variety of materials to fulfill the objectives and needs of his class.

6. The student will understand impediments to effective teaching and how to alleviate them through the basic communication processes.

7. The student will understand how to prepare a resource unit and where and how to gather instructional materials.

8. The student will demonstrate a knowledge of the importance of the cognitive and affective needs of the child.

9. The student will demonstrate the knowledge of effective human relationships involved in teaching and the ability to relate with children in participation experiences.

10. The student will plan a specific mini-lesson (or lessons) in Reading and Language Arts which will be videotaped and viewed by the student and one or more of the instructors.

11. The student will learn to effectively work with children and professional colleagues in the Laboratory School.

12. The student will work toward the understanding of the process of becoming an effective elementary teacher.

Revised Objectives Designed for the Team

Certain cooperative efforts which were being utilized by the team that could not have been foreseen in the early planning stages began to emerge. This, of course, required setting new objectives which the team would hope to fulfill in their initial team effort. Some of these newly found objectives will be discussed in later chapters.

Coordination of the Team Effort with the Department of Elementary Education

One of the duties of the team leader was to coordinate the team's efforts with the Department of Elementary Education and the other faculty members of Block II, composed of faculty who were teaching professional methods courses in the area of elementary education. To accomplish this goal, the team leader presented monthly informal progress reports to the entire department. All the members of the department were encouraged to interact so that the team would get a good picture of the unfolding work. The team also invited any interested faculty to visit the presentations of the team. Professors Lloyd Smith and Virginia Mitchell did visit when the team was presenting the material related to a unified approach to lesson planning. Jones also had frequent informal meetings with department chairman, McCarthy, to discuss programs related to the initial team effort. Memos and special meetings which kept all members of Block II and interested persons informed of the progress of the team were needed and helpful.

Evaluation of Common Objectives of Block II

At the end of the Spring 1972 semester, the students in this initial program were asked to react to the twelve objectives that had been previously set forth by the team and members of Block II. Student reactions are as follows:

COMMON GENERAL OBJECTIVES OF BLOCK II	Very High	Above Average	Average	Super-ficially	Not at all
1. The student will realize the need for integrating subject areas to make them more meaningful to their future pupils.	5 42.86%	4 42.86%	3 9.52%	2 4.76%	1 0%
2. The student will become familiar with media for reading instruction and how to practically apply them in the classroom.	5 19.04%	4 57.12%	3 19.04%	2 4.76%	1 0%
3. The student will demonstrate knowledge in the use of maps and globes.	5 0%	4 4.76%	3 19.04%	2 38.08%	1 38.08%
4. The student will know how to identify learning goals and select, analyze, evaluate and utilize teaching materials in various subject areas.	5 9.52%	4 76.16%	3 14.29%	2 0%	1 0%
5. The student will be able to produce a variety of materials to fulfill the objectives and needs of his class.	5 38.08%	4 42.86%	3 19.04%	2 0%	1 0%
6. The student will understand impediments to effective teaching and how to alleviate them through the basic communication processes.	5 9.52%	4 57.12%	3 28.57%	2 4.76%	1 0%
7. The student will understand how to prepare a resource unit and where and how to gather instructional materials.	5 38.08%	4 28.57%	3 28.57%	2 4.76%	1 0%

8.	The student will demonstrate the knowledge of the importance of the cognitive and affective needs of the child.	5 14.29%	4 71.43%	3 9.52	2 4.76%	1 0%
9.	The student will demonstrate the knowledge of effective human relationships involved in teaching and the ability to relate with children in participation experiences.	5 38.08%	4 52.38%	3 9.52%	2 0%	1 0%
10.	The student will plan a specific mini-lesson (or lessons) in Reading and Language Arts which will be video-taped and viewed by the student and one or more of the instructors.	5 9.52%	4 9.52%	3 28.57%	2 14.29%	1 38.08%
11.	The student will learn to effectively work with children and professional colleagues in the Laboratory.	5 14.29%	4 19.04%	3 42.86%	2 19.04%	1 4.76%
12.	The student will work toward the understanding of the process of becoming an effective elementary teacher.	5 33.33%	4 52.38%	3 14.29%	2 0%	1 0%

CHAPTER 3

UNIQUE FACTORS OF THE TEAM APPROACH USED IN THE INITIAL OFFERING OF BLOCK II

Richard D. Biberstine

The combination of courses that make up Block II are Teaching of Social Studies in the Elementary School (Elem. Ed. 392), Audio-visual Instruction (Educ. 314), and Teaching of Reading and the Other Language Arts (Elem. Ed. 397). Even though blocking is not particularly new in teacher education, the combination of these courses may in itself be unique. Because of the diverse content involved, it was necessary to formulate three guiding questions.

1. What information, skills, or abilities are clearly within each of the included subject areas?

2. What information, skills, or abilities are shared with one of the other areas?

3. What information, skills, or abilities are of mutual concern to all three areas?

Once these questions were answered, planning the experiences to be offered in this initial offering of the block began.

The instructional team for this offering of the block was composed of Larry Reck in audio-visual instruction, Ralph Jones in the area of social studies methods, and Richard Biberstine in reading and the language arts. Although the instructional team naturally carried the major portion of the load during the semester in which the block was taught, it is necessary to recognize that the total team approach included many other persons who were not a part of the instructional team.

THE BACK-UP TEAM

Block II Committee

The Block II committee, mentioned in the previous chapter, was a part of the team approach both in the planning stages and while this initial block was being taught. Individuals of this committee attended some of the class sessions and on several occasions met as a group to give help and guidance.

Students

In a broad sense there were some students who served as a part of this unique team while they were taking these courses prior to this semester. The instructional team was chosen with sufficient lead time to permit some interesting preplanning to take place with students who were taking the three courses of this block as discrete courses. This preplanning was in the nature of a survey, referred to below as a Pre-Block II Survey.

Since the writer was a member of the Block II Committee prior to the choosing of teaching teams, he conducted an informal pre-Block survey of the students in his Reading and Language Arts class. He told them of the plans to move in the direction of blocking and the three areas to be included. Since the students are the ones who feel the effects of changed programs, the writer felt that they should have some input to the blocking of the three courses and that they would be able to suggest some ways in which putting these three courses together could help to improve the instruction to come out of this change in the elementary program.

Even though the students being surveyed were not going to have the opportunity to take part in the first offering of Block II, they did give many helpful suggestions. Because many wrote almost the same suggestions, the list below combines some of their responses.

A. Student views about the general idea of Blocking and the courses included:

1. "I would like to see a program like this set up at Indiana State." (Terry)

2. "This sounds like a good idea although a 9 hour course may place great pressure on the students." (Debbie) Two or three other students felt it was a great idea or had great benefits either for the students or for the level of instruction.

3. "Obviously this would remove some of the overlap that exists in some education classes." (Connie)

4. "I feel the combining of these courses is good because even though they are different subject areas, they somewhat interrelate with each other." (Cecil)

General

B. Suggestions to improve the instruction through the blocking of these subjects:

1. Audio-visual materials and instruction should be taught in such a way that they could be used in the teaching of the subjects in the block.

2. The professors should work together to eliminate overlapping repetition and busywork assignments.

3. Professor can plan to coordinate due dates for assignments and days when tests will be given.

4. The combination of similar assignments by the three professors in the Block can assist students by removing duplication.

5. The audio-visual course could be given at the very beginning and then the practical applications could be inserted into the other two.

6. The instruction in lesson planning could be taught in such a manner as to make sure a person did not have to write repetitious plans and yet insure that each student would get adequate help in lesson planning of various kinds.

7. Micro-teaching should be confined to the Language Arts or Social Studies.

C. Specific ideas suggested that two or more of the instructional areas could be combined:

1. Picture file should be made in such a way to make it more than a collection but include some planning as to how the pictures collected can be used in a content area such as Social Studies or Language Arts.

2. Students should learn to operate the various kinds of audio-visual equipment and then be helped to see practical ways in which each piece of equipment can be used in various teaching areas.

   a. The projector would be operated in conjunction with some goal to be achieved in a reading class listening lesson, another language arts lesson or a social studies lesson.

   b. The audio tape recorder would be used for such things as making listening tapes, tapes of reading material that the child may be learning or for some Social Studies lesson.

c. Showing how the overhead projector could be used in such areas as reading, spelling, handwriting, and Social Studies.

d. Use of slides and projector to teach a geography or history lesson about Indiana. A student could make and assemble his or her own slides.

3. Reading skills could be integrated with Social Studies.

These general and specific student suggestions were helpful in the planning of the Block II experience. The pupils' sheets were passed to other team members and many of the suggestions were incorporated into the block.

The students within the block itself contributed to the team approach with some helpful suggestions as the course progressed.

Graduate Assistant

Originally it was planned that each student in the Language Arts portion of the block would be videotaped working with Laboratory School children in a mini-lesson emphasizing a particular skill. To accomplish this, Mary Bruggenschmidt, a graduate assistant working in the office of Biberstine, was trained in the use of the available videotape equipment in the Elementary Videotaping Center.

Graduate Assistant in the Department of Elementary Education operates the Videotape recorder.

THE INSTRUCTIONAL TEAM

The term "instructional team" is used to indicate the three professors who shared the responsibility for the three subject areas included in the Block. Many unique factors of the team approach were in the ways the instructional team planned and carried out its work.

Team Planning

At the beginning of the Block II experience, the instructional team listed the things they planned to do in the sessions of their respective classes for a period of two weeks. These listings were used to detect areas that could possibly be adapted to cooperative or team teaching situations.

A tentative calendar with squares for each day of the semester was duplicated. These calendars were used by the instructional team in their planning sessions to coordinate due dates for assignments, dates when tests would be given, dates when cooperative teaching or team teaching seemed to be most desirable, and dates when members of the team would be away from campus to attend their respective state or national professional meetings. Since these professional meetings met at various times for the Block II instructors, class time was delegated to those members of the team remaining on campus. In this way there were no dismissed classes for national conventions.

Flexible Use of Time and Team Teaching

Block II was scheduled from 9:00 to 11:00 a.m. for five days each week. The three courses of Block II had met for a total of 9 hours per week in the discrete sections. In the block they could meet for two hours every day or the extra hour could be used as a team planning session.

Many sessions remained somewhat the same as they were in the discrete courses. This was true partly because of the content that could not be integrated and partly because the instructional team did not want to make changes so radical as to render their teaching less effective just for the sake of extreme change.

Considerable time was given to lesson planning both in the separate classes and in the two-hour team-teaching blocks. Included in this was the systems approach, social studies unit planning, and various lesson plans related to reading and various skill lessons.

The two-hour block of time was used for other things that could not have been accomplished without this flexible use of time. Social studies field trips to the Court House, the local newspaper, and the local telephone company are examples.

It was suggested that certain laboratory experiences in the use of audio-visual equipment needed longer sessions than the 50-minute period normally provided. Another example of flexible use of time is shown in the lengthening of the period for this instruction by dismissing students from the language arts class 10-15 minutes early on days when extra time was needed.

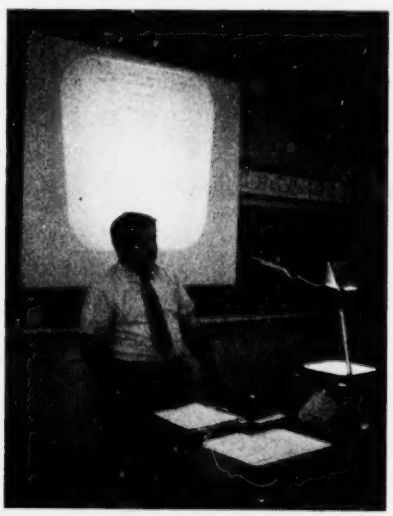
The three members of the instructional team belong to state and national organizations in their areas of instruction and each of them attended conventions or conferences. There were other occasions when one of the professors had to miss a class for some other justifiable reason. Whenever one member had to be away, his class time was taken by the remaining members of the team. One thing that was scarce during this semester was instructional time, so each member of the team not only was cooperative on these occasions but was actually eager to take these sessions. Block II saved time by eliminating duplication in the coverage of some topics. This resulted in a greater amount of time being spent in other areas of the Block II Curriculum.

CHAPTER 4

READING AND THE LANGUAGE ART IN BLOCK II

Richard D. Biberstine

In the teaching of Reading and the Language Arts in the block, the "eclectic" approach was used. On one hand the extreme cookbook approach was avoided while on the other hand the mere recitation of research and theory was not presented. It requires a proper balancing of both when attempting to develop diagnostic teachers who know what to do and why. For this reason the list of assignments reflects great amounts of the "how" and "what" and reading about them and our class discussions were designed to give a background in the "why."



Instructor uses the overhead projector to aid in presenting some language arts research.

Transcript of Assignments

A transcript of assignments was duplicated for the students in reading and language arts in an attempt to identify assignments relevant to the stated objectives. This transcript was divided into four areas

of assignments as listed below.

I. Written and Oral Assignments
   A. Handwriting Samples
      1. Manuscript
      2. Cursive
   B. Written Report
   C. Oral Report
   D. Lesson Plans
   E. Experience Chart

II. Observation and Participation in Laboratory School

III. Miscellaneous Assignments
   A. Videotaped Skill Lesson
   B. Idea Notebook

IV. Examinations
   A. Mid-semester Exam
   B. Phonics Proficiency Exam
   C. Final Exam

1. Blank spaces were provided where an additional assignment could be added if needed, but the transcript included the majority of assignments that were required.

2. A place was provided to let the student know how these assignments were evaluated.

3. This transcript was handed out during the first week and each assignment was discussed.

4. The students wrote their names on their transcripts, and they became the instruments of evaluation for the course.

5. At a later time, but still early in the semester, the due dates were given and the students wrote them in the calendars mentioned in Chapter 4. This allowed students to plan their semester's work without finding pyramiding assignments as the semester progressed.

"The written and oral assignments" included the practice of handwriting in both manuscript and cursive, using a prescribed commercial model. This practice was placed in a context where the students had to concentrate on both the criteria of handwriting and the content of the assignment being written. An example of these assignments was writing a brief autobiography which helped the instructor to better understand the background and feelings of students.

A second written assignment was a research paper in an area of skill development chosen by the student. The student had to pick a

skill area for kindergarten, primary, intermediate or mentally retarded children. The papers directed at oral language development, for example, could have been chosen for any one of these four groups of children depending on the grade level preference or endorsement of the student.

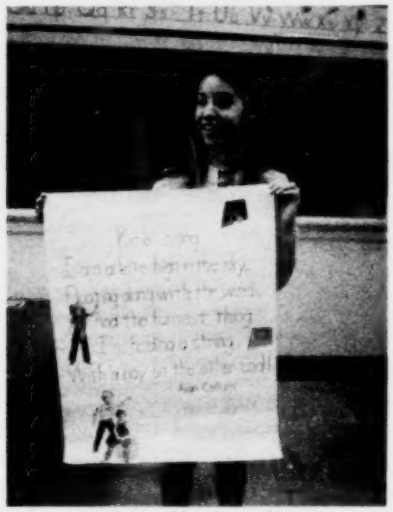
Instructor works with a group
of students on their skill reports.

After choices were made, students in similar areas met in groups to coordinate their written projects to prevent as much overlapping as possible. Each member of a group was responsible for duplicating a two or three page summary of his findings for each other member of the group. This process gave them practice in the use of a duplicating machine discussed in their audio-visual instruction.

The preparation of the duplicated summaries and the oral report were not two separate assignments but rather the same one. The oral report consisted of an explanation of their handout and a brief discussion of practical suggestions in development of their chosen skill.

The students were assigned to write rather complete lesson plans using a basal reader and a form for the lesson plans which was provided. The plan was not a daily lesson plan but rather the things the teacher would do from the introduction of the story until she went on to another reading assignment. Very often these plans would have taken two or three days to teach in a classroom situation, depending upon the grade level chosen. As a part of this lesson plan, the students were asked to create an activity to be used as meaningful seatwork if they were actually teaching the lesson.

Another written assignment was the making of an experience chart. The students were encouraged to make their charts in the Laboratory School as part of their participation experiences with children, but those who could not do this made one from an imaginary situation. Each chart was presented to the class, and its grade level, purpose, and effectiveness were discussed.



Student displays her experience chart before the class.

The second portion of the transcript was the "Observation and Participation" section which covered all the experiences received by the student in the Laboratory School. These included the observation of a language arts lesson at each grade level from 1 through 6. Kindergarten and special education were excluded since students have practicum experiences in their specialized training.

The students were then assigned to a teacher at the grade level of their choice for 8 additional hours of participation. During this time they were working with children, using the things learned, and teaching specific skills to small groups who needed these skills to be developed. These times of participation were supervised by the Laboratory School teacher.

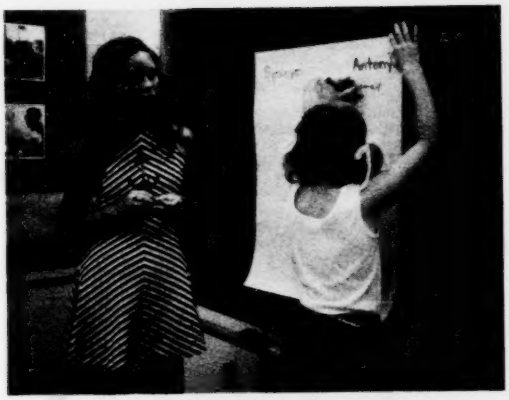
The "Miscellaneous" section of the transcript was for a minimal number of assignments that were developed as the course progressed. This was to be used for the videotaped lesson mentioned previously. Since time did not permit every student to have a lesson videotaped, it was not used in the final evaluation. The idea notebook was also cut out due to a lack of time.

The "Test" section of the transcript had the three entries of Mid-Semester Exam, Phonic Proficiency Exam, and Final Examination. Each section of the transcript accounted for a percentage of the final evaluation of the student's work. The first three sections accounted for 60 percent of the evaluation while the test section accounted for 40 percent. The students seemed to like this means of knowing what was expected of them and how it was to be evaluated.

The Use of Videotape Equipment

Videotape equipment was used in two ways in Block II. Some mention has already been made of the use of a graduate assistant in videotaping the students' mini-lessons. Unfortunately, the semester was over before all of our plans were completed. Not all of the students had the opportunity to teach a mini-lesson before the videotape camera and thus did not see themselves in the teaching act. This particular project should have been introduced at an earlier time in the semester.

Edited videotapes from previous semesters were used as teaching tapes in the classroom. These tapes included tapes showing the difference in language development of a linguistically precocious child and of some children who were somewhat less precocious in the use of the language. Other teaching tapes were shown on such topics as "What the Behavioral Sciences Say to the Classroom Teacher," and "Individualized Reading."



Student has learned to keep one eye on the group while she works with a child, even while being videotaped.

Student was videotaped while working with a group of students from the Laboratory School in a writing lesson.

The class views a teaching videotape in which a Vigo County reading teacher tells of her experiences in using the Individualized Reading approach in her classroom.

Emphasis on Skill Development

The written and oral reports, the lectures and discussions, the Laboratory School participation experiences, the form used for the lesson plans, and the videotaped lesson all placed emphasis on the development of skills. All of these assignments were intended to give the knowledge of specific skills and to help in developing these skills in an actual classroom situation. The block was not structured as a performance-based program, but performance criteria was utilized for some objectives. Certainly knowledge and understanding of a particular skill should provide the basis for demonstrating in performance activities.

Evaluation

Two types of evaluative data are reported in this section: (1) subjective impressions, and (2) objective data from two instruments.

Subjective Impressions

Basically in this area, the instructor was asking the question, "How did this group of students perform in comparison to other Reading and Language Arts sections which I have taught as discrete courses?"

1. The students seemed to be eager to do a good job for the most part. They seem to be more job oriented and less grade oriented.

2. This section seemed to be more informal, and spontaneous discussions seemed to be more frequent.

3. Class absences were less frequent.

4. The students seemed to be more involved in all areas of the course.

On the negative side there was a pronounced shortage of time for some areas toward the end of the course. In giving up time for other things and in the flexible scheduling there seemed to be more difficulty in budgeting the remaining time as effectively as in previous classes. This would improve with experience in this way of teaching.

A caution in weighing these subjective impressions is that they could be affected by a number of unmentioned variables. This class was smaller in number. It seemed to have a group of highly motivated students. They seemed to be a very pleasant group both in and out of class. How many of the things mentioned in the subjective impressions can be attributed to the experiment in blocking would be difficult to ascertain with certainty.

Objective Measures

Two measures were submitted to the students at the end of the semester. Both instruments were filled out anonymously and were tabulated.

The Rating Scale for Instructors is an instrument which has been used by this instructor in all his classes in the past six years. Though it was given to this group of students with no intention of any part of it being used in the evaluation, certain items do reflect the students' views of the course as well as of the instructor. It was decided that four items relating to the course would be reported. Of the 24 students responding to this instrument, their ratings were as follows:

1. Interest of students
   12 - "Interest usually runs high"
   12 - "Students frequently show interest"
    0 - in the lower three rankings

2. Organization of Course
    7 - "Stresses fundamental topics and disregards trivial details"
   16 - "Spends most time on important topics"
    1 - "Stresses important topics and details equally"
    0 - in the lower 2 rankings

3. Feeling Between Instructor and Students
   9 - "complete harmony"
   15 - "feeling of good will prevails"
   0 - in lower 3 rankings

4. Grading
   16 - rated it as being very fair
   8 - rated it as being fair

The second instrument used was constructed from the stated objectives for Block II. The students were asked to rate each item on the basis of how well they felt the objective was reached. The instrument included all objectives written for this portion of the block. Objectives 4 and 5 were broken into subparts to gather more specific information. Of the 25 students enrolled, 21 responded to this instrument. Each student's response represented 4.75% of the total responses. A percentage distribution is given in the table on pages 28 and 29.

TABLE 1

THE LEVEL OF ATTAINMENT OF STATED OBJECTIVES IN THE READING AND LANGUAGE ARTS SECTION OF THIS INITIAL OFFERING OF BLOCK II AS PERCEIVED BY THE STUDENTS

(N=21)	Very High	Above Average	Average	Super-ficially	Not at all
1. The student will understand how language is developed during the preschool years and the factors that are related to normal language development as well as those factors that could contribute to deficiencies.	42.86%	57.12%	0%	0%	0%
2. The student will understand the relationship that exists between experiential background and language development.	76.16%	23.81%	0%	0%	0%
3. The student will understand the relationship between general language development and the various areas of the language arts.	38.08%	42.86%	19.04%	0%	0%
4. The student will read about and discuss specific skills that need to be developed for developing competency in the teaching of developmental reading and the other language arts.					
a. Oral Language development	47.62%	38.08%	14.29%	0%	0%
b. Listening Skills	28.57%	28.57%	38.08%	4.76%	0%
c. Handwriting	19.04%	57.12%	23.81%	0%	0%
d. Spelling	9.52%	38.08%	52.38%	0%	0%
e. Reading Readiness	57.12%	23.81%	19.94%	0%	0%

f. Vocabulary Development	28.57%	47.62%	19.04%	4.76%	0%
g. Word Recognition and Meaning Skills	42.86%	38.08%	9.52%	4.76%	0%
h. Phonics	38.08%	28.57%	33.33%	0%	0%
i. Comprehension Skills	33.33%	42.86%	23.81%	0%	0%
j. Grammar and Usage	14.29%	19.04%	42.86%	23.86%	0%
k. Written Composition ("Creative Writing")	4.76%	23.81%	33.33%	4.76%	0%
5. The student will become knowledgeable of the major approaches in reading instruction and the combination of instructional techniques in an effective developmental reading program.					
a. Basal Reader Approach	42.86%	42.86%	14.29%	0%	0%
b. Individualized Approach	28.57%	66.67%	4.76%	0%	0%
c. Phonics Approaches	14.29%	52.38%	28.57%	4.76%	0%
d. Language-Experience Approach	33.33%	47.62%	19.04%	0%	0%
e. Linguistic Approaches	19.04%	33.33%	38.08%	9.52%	0%
f. I.T.A (not an approach)	14.29%	28.57%	38.08%	19.04%	0%
6. The student will be able to demonstrate knowledge of some of the research, innovations, trends and materials in this area.	9.52%	52.38%	33.33%	0%	4.76%
7. The student will demonstrate the knowledge of individual differences and the ability to differentiate instruction on the basis of a diagnostic assessment of the child's needs in the specific areas.	23.81%	57.12%	14.29%	4.76%	0%

CHAPTER 5

THE SOCIAL STUDIES PROGRAM

Ralph H. Jones

In the fall of 1971 professors teaching in the social studies area were consulted about compiling a set of preliminary objectives for the team in this academic area. It was understood that the team would make certain revisions to early objectives as new needs were ascertained.

Preliminary and Revised Objectives in Social Studies

1. The student will demonstrate knowledge of various social studies patterns, including suggested scope and sequence, used in Indiana and other states of the nation.

2. The student will demonstrate familiarity with all types of professional materials in the field of elementary social studies.

3. The student must show that he is skilled in developing units of work for use with elementary school children which will meet the needs of children with varying abilities.

4. The student will show a knowledge of and acquaintance with many types of elementary instructional materials and have skill in using them--textbooks, supplementary books, maps, globes charts, film strips, movies, slides, pictures, atlases, etc.

5. The student will show an acquaintance with various evaluation procedures and demonstrate ability to use them.

6. The student will study the attitude, skills and application of basic resources in the social studies.

During the meetings with the academic team, it became evident that many programs could be approached in a unified effort. Certain of these objectives which shaped the social studies planning and working session were as follows:

1. The student will be introduced to unit teaching by a unified approach to the use of free and inexpensive materials.

2. The student will be aided in library use of social studies material and other academic areas.

3. The student will receive a social studies orientation and unified approach to field trips.

4. The student will be given a unified approach to lesson planning.

5. The student will receive both social studies background and combined knowledge in the presentation and use of films.

6. The student will be the recipient of instruction in approaches to the use of transparencies.

In the non-integrated area of social studies instruction, added emphasis were as follows:

1. The student will receive instruction regarding state and federal laws relating to social studies instruction.

2. The student will study and use the special textbooks available to this area.

3. The student will receive instruction regarding the preparation and use of social studies units in teaching.

The Team Approach to Social Studies

The use of field trips in social studies classes has long been a policy of this professor; this was made a part of the team effort, allowing longer periods of time being spent on the trip and better preparation and follow-up by the team. As a preparation for one trip, taken to the local court house, the instructor presented a basic series of lessons concerning school law. The students made the necessary arrangements for the class trip. Judge Anderson met the students in his legal chambers and explained many problems of the courts as they pertain to teachers. Judge Anderson stressed that teachers need to understand the relationship of the juvenile delinquent to the court. He elaborated on new procedures for correction being utilized in Vigo County under his direction. He also emphasized the special needs these youngsters have during their rehabilitation period and their involvement in school activities. The students interacted with the judge, and the session appeared to be both interesting and informative. After the session in the court room, the students toured the judge's personal chambers, the jury room, and the legal study areas. Then a general tour of the court house was given to the entire class accompanied by the team professors. A follow-up class session was held regarding the value of the trip.

This same basic approach was used on a field trip to the telephone company. Careful classroom preparation was attempted along with full participation of the students. An introductory session and a culminating session were also used with this trip.

Instruction in the use of free and inexpensive materials as a team effort, previously mentioned in this report, enabled a firm base to be established for a later social studies unit. The team approach to lesson planning also assured better coverage of the topic with no duplication. The team also approached the use of films in the three areas, and better utilization of time and effort was attempted by this combined effort. Production and utilization of transparencies proved to be another area of cooperative planning and teaching. (See picture on page 33.) Basic instruction in this area was covered by the professors in a team effort, and then the students were allowed to produce their own transparencies in subsequent classes.

The use of micro-teaching had long been an instructional device used by both the social studies and audio-visual professors; however, joining together in the utilization of this technique resulted in a better use of this teaching medium. The students had more time for their preparation, were given help by both professors, and were allowed more time in class for their presentations. (See picture on page 34.)

Much sharing of ideas aided the team members in gaining better insights into the academic growth and problems of the individual students. An example was the sharing of academic progress gained by the students in their work in the three areas. However, each professor used his own separate evaluation process for this semester.

Separate Social Studies Programs

A national approach to social studies includes strong emphasis upon the preparation and use of social studies units for teacher use. Much time was given to this aspect of the preparation of these units. This work was initiated with the use of free and inexpensive materials, followed by use of library-based material in the preparation of units. An outline was given to each student to help him see how each of the separate sections fit together in a cohesive, meaningful teaching instrument. Basic instruction was given for all steps of unit preparation and use in the teaching situation.

Strong emphasis was placed upon the various approaches to teaching social studies in the different settings in which the students were likely to find themselves. For example, the different approaches that might be used effectively in urban, rural, and suburban and inner-city locations were discussed in detail. Students also worked with concepts of social studies which would likely be most effective in a given setting or environment.

Programs geared to the special needs of early childhood, primary grades, intermediate grades and slow learning students were given special emphasis. Students worked in class sessions, in small groups, and used brainstorming techniques as they faced these special social studies approaches. Strong emphasis was also placed upon the child as an individual in the school setting. The individual needs of a child at work in the changing social studies program along with flexible teacher leadership were important parts of these special activities. Group activities and individual activities which were most effective in social studies programs were discussed with the students. Research techniques geared to the historiography approach and other social science disciplines were discussed in detail, and students were given opportunities to use the research techniques. Special programs related to maps, globes, charts, and other similar material were presented to the social studies students.

Evaluation and the Social Studies Program

The students were evaluated on the following areas of work:

1. The organization and completion of a social studies unit
2. A mid-term examination involving class work and the textbook studied
3. Class participation and attendance during in-class activities, field trips, and special group work
4. Individual presentation of a micro-teaching project in the field of social studies
5. Final examination on class work, textbook study and all aspects of the social studies course

The students engaged in this preliminary program were asked at the end of the spring term to evaluate the nine revised social studies objectives. The revised objectives and reactions of the students to these points are given in the table on page 36.

	Above Average	Average	Below Average
1. The student will be introduced to unit teaching by a unified approach to the use of free and inexpensive materials.	90.48%	4.76%	4.76%
2. The student will be aided in library use of social studies material and other academic areas.	33.33%	42.86%	23.81%
3. The student will receive a social studies orientation and unified approach to field trips.	85.72%	9.52%	4.76%
4. The student will be given a unified approach to lesson planning.	76.19%	23.81%	4.76%
5. The student will receive both social studies background and combined knowledge in the presentation and use of films.	71.43%	23.81%	4.76%
6. The student will be the recipient of instruction in various approaches to the use of transparencies.	90.48%	9.52%	0%
7. The student will receive instruction regarding state and federal laws relating to social studies instruction.	85.72%	14.28%	0%
8. The student will study and use the special textbooks available to this area.	76.19%	14.29%	9.52%
9. The student will receive instruction regarding the preparation and use of a social studies unit in teaching.	28.57%	66.67%	4.76%

CHAPTER 6

AUDIO-VISUAL EDUCATION WITHIN THE BLOCK

Larry Reck

Audio-visual education should not bring familiarity about media, but rather familiarity with media. This was the emphasis placed upon the basic Elementary Education 314 audio-visual communications class and the goal which was sought throughout all presentations, activities, and experiences. Audio-visual education encompasses the operation, production, function, and integration of hardware and software, and their relationship to the processes of learning.

The cooperative approach of integrating the three instructional areas of audio-visual education, language arts, and social studies was successful from the audio-visual viewpoint. Although much work yet remains in integrating the areas and eliminating audio-visual equipment scheduling problems, a very real sense of accomplishment was gained from this three-way, team-teaching approach.

General Objectives of the Course

During the cooperative planning sessions, the following general objectives of audio-visual education were established:

1. The student will be skillful in the utilization of audio-visual equipment and their application to classroom learning situations, with emphasis on the newer media.

2. The student will know the role of instructional software in the curriculum and will be familiar with its advantages and weaknesses.

3. The student will be familiar with a variety of display techniques, including bulletin boards, flannel boards, chalkboards, their construction, evaluation, and practical application.

4. The student will be proficient with basic production of instructional software.

5. The student will know how to apply the systems approach to his teaching and design it in such manner as to make his instruction practical.

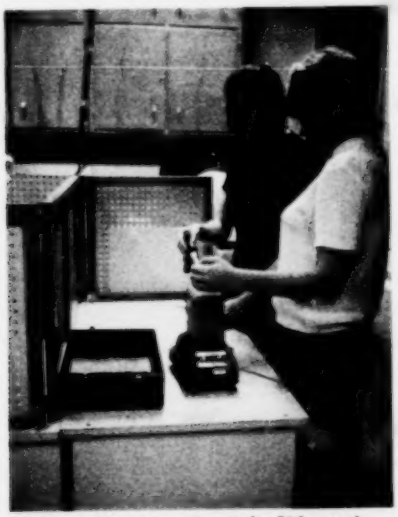
6. The student will develop a favorable attitude toward instructional hardware and software by being familiar with their potential as means to more effective and efficient communication and learning.

Non-integrated Course Content

Not all audio-visual course content was integrated with language arts or social studies. The term "non-integrated," as used in this chapter, refers to audio-visual techniques and content presented apart from language arts and social studies. "Integration" will indicate the audio-visual techniques and content taught in conjunction with language arts and/or social studies.

The non-integrated units on chalkboards, flat pictures, programmed instruction, bulletin boards, and study displays were presented with the main emphasis placed on the selection, production, adaption, implementation, utilization, and evaluation of these media in the teaching-learning processes.

Specific non-integrated lab experiences were with equipment operation. Students had "hands on" experience and were held accountable for proficiency on the following types of equipment: (1) tape recorders, (2) slide projectors, (3) filmstrip projectors, (4) filmstrip-slide projectors, (5) manual and autoload 16mm projectors, and (6) record players. They also had experience with Language Masters, overhead projectors, opaque projectors, and spirit duplicators.



Two students work with filmstrip-slide projector in a carrel.

Students work on a variety of
audio-visual equipment in laboratory situations.

Integrated Course Content

The first audio-visual area integrated into the block was free and inexpensive materials. Specific materials were presented by Biberstine and Jones in their respective areas while additional curricular materials were covered by Reck.

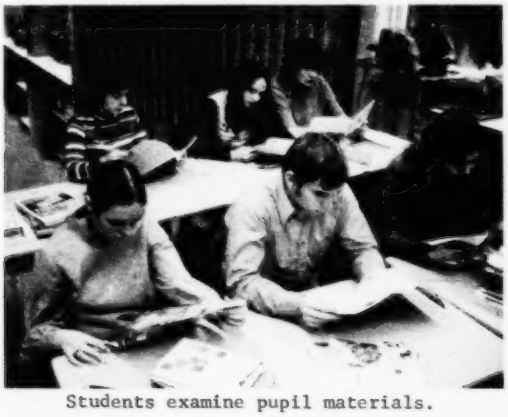
Handouts were distributed with addresses of guides and sources of free and inexpensive materials. As a result of this presentation, many students wrote for and received large quantities of classroom material.

In the unit on field trips and community resources, the class visited local establishments for the social studies phase of the block. The logistics of field trips and community resources were emphasized in the audio-visual section where a discussion of discipline, procedure, legal matters, and follow-up activities ensued. A film on community study was also viewed and discussed.

Lesson planning was another area in which all three professors took part. The audio-visual technique was the systems approach to instruction which helped design teaching-learning experiences into a highly organized approach. All students incorporated a system into their social studies resource units or designed their approach with respect to a reading or listening skill concept.

Film utilization and evaluation was another area covered. Introduction of a film and follow-up activities were discussed. Following the viewing of a film, experiences were provided in both oral and written evaluation,

the goal being to enable students to capitalize on the fullest potential of a film by correct utilization and discriminate evaluation.



Students examine pupil materials.

An area of the block enjoyed by students was educational television. "Sesame Street" and "The Electric Company" were viewed, and the merits of each discussed in relationship to language arts techniques and potential use in a classroom situation.

In conjunction with the students' experiences with tape recorder operation, the tape "Listening Is Good Business" by Ralph Nichols was played and discussed. The tape presented positive and negative habits of listening and how to listen for greatest effectiveness. It served to reinforce language arts skills as well as to provide an actual listening experience.

The production of transparencies for the overhead projector stimulated student participation. Developing a social studies lesson by means of locally produced transparencies was demonstrated. The students then made their own transparencies for use in individual resource units or for their final micro-teaching experience.

Picture mounting and laminating were final areas of audio-visual content integrated into the block. In this lab activity, students selected language arts or social studies pictures and mounted them with the following materials: (1) dry mounting tissue, (2) rubber cement, (3) cloth backing, and (4) laminating film.

Evaluation of Students

Each student was evaluated on his skill and achievement in the following areas:

1. Transparencies--quality and usability of handmade and thermal transparencies

2. Bulletin boards--effective design with sufficient class copies duplicated with the spirit duplicator

3. Systems design--steps and effectiveness of this approach to teaching

4. Mid-term examination--sixty multiple-choice test items

5. Picture mounting and laminating--correct procedure and aesthetic results with various techniques

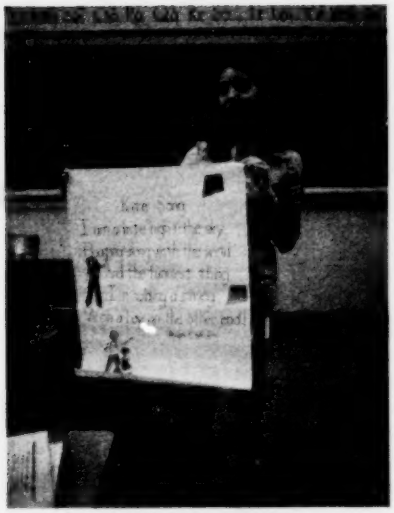
6. Equipment operation--familiarity with, and operation of audio-visual equipment

7. Micro-teaching presentation--final culmination of the course into a presentation using two or more types of media

In the past, students presented one micro-teaching demonstration in their social studies class and another in audio-visual class. With the new program, students presented only one teaching demonstration and were evaluated by both professors on their performance.

Audio-visual Planning Problems

The main problems encountered were equipment scheduling and audio-visual classroom physical facilities. At the rear of the audio-visual room were thirteen carrels, each large enough for two people. All Elementary Education 314 classes shared this lab and only ten minutes separated each class period. If one professor wished to change lab equipment, this feat could not be accomplished in this period of time; therefore, all Elementary Education 314 professors worked with the same equipment and had similar lab activities for the students. It was also necessary for the block program to follow the same lab schedule. Equipment determined this phase of the program rather than the reverse which is the logical approach to learning.



A student presents
her teaching demonstration.

The poor physical condition of the equipment created many additional problems as mechanical failures were numerous. Many times because no replacement equipment was available, four people were forced to use one projector. Needless to say, this was trying on the patience of students and professors. Other minor problems appeared but were successfully worked out over the course of the semester.

Systems Approach to Instruction

The systems approach was presented as having seven components. A brief explanation follows each component.

1. To initiate the process of systems planning, needs must first be established for the instruction. Goals are then extracted from these needs and stated in performance patterns expected of the student when the instruction has been completed. Step one of the system is to establish these goals.

2. Step two involves stating goals in sequential learning patterns or behavioral objectives and (defining them) as exactly what the student must do to attain the goals. The success of a system depends on the specificity of objectives.

3. The third step is task analysis or the steps the student should follow to reach the goals. These should be brief statements pertaining to the exact physical nature of how the action will be undertaken and objectives carried out in goal attainment.

4. In the fourth step, list all media necessary to perform the tasks. This will enable the student to know precisely what he needs.

5. Some type of criterion or feedback is necessary to determine if the student has reached the goals. This is step five. When a student has satisfactorily responded to the criterion, he has completed the system.

6. For those who fail to achieve these goals there is a sixth step termed evaluation. The teacher and pupil determine what other activities need to be accomplished to aid in achieving the desired results.

7. The final step in systematic planning is to depict the entire system in the form of a flow chart. This is essential for seeing the interrelationship of each step and total organization of the complete system and for knowing exactly what must be accomplished and how it is to be undertaken.

A high degree of planning and organization is necessary for a successful systems approach to instruction to take place. Each objective has its own corresponding task analysis, media, criterion, and evaluation; therefore, a thorough knowledge of what the student has to accomplish must be organized in detail by the teacher when planning the system.

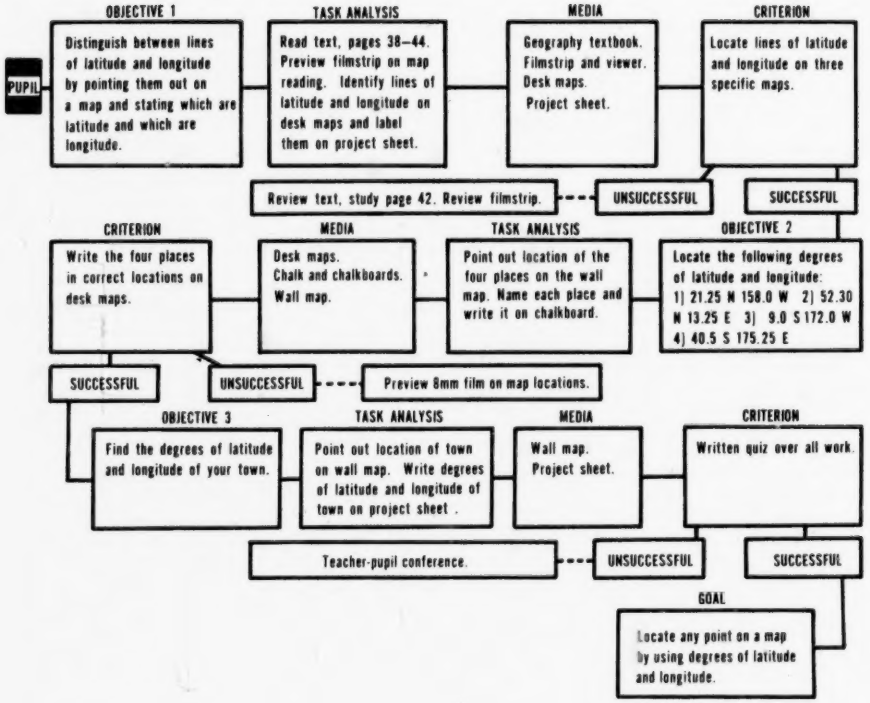
The flow chart on page 44 was used as the example of integrating media into a social studies unit on maps.

For a media project, each student designed his own systems approach by taking a concept and working out a complete sequence of how he would teach the idea in a classroom situation. The purpose of this project was to have the students see the elements of good teaching and how to put them to work in an organized approach to instruction.

Evaluation

All students in the block had an opportunity to evaluate the attainment of the six objectives listed in the introduction of the audio-visual chapter. The table on page 45 are the percentages of the twenty-one students who responded.

FLOW CHART


PUPIL
OBJECTIVE 1
Distinguish between lines of latitude and longitude by pointing them out on a map and stating which are latitude and which are longitude.
TASK ANALYSIS
Read text, pages 38–44. Preview filmstrip on map reading. Identify lines of latitude and longitude on desk maps and label them on project sheet.
MEDIA
Geography textbook. Filmstrip and viewer. Desk maps. Project sheet.
CRITERION
Locate lines of latitude and longitude on three specific maps.
Review text, study page 42. Review filmstrip.
UNSUCCESSFUL
SUCCESSFUL
CRITERION
Write the four places in correct locations on desk maps.
MEDIA
Desk maps. Chalk and chalkboards. Wall map.
TASK ANALYSIS
Point out location of the four places on the wall map. Name each place and write it on chalkboard.
OBJECTIVE 2
Locate the following degrees of latitude and longitude: 1) 21.25 N 158.0 W 2) 52.30 N 13.25 E 3) 9.0 S 172.0 W 4) 40.5 S 175.25 E
SUCCESSFUL
UNSUCCESSFUL
Preview 8mm film on map locations.
OBJECTIVE 3
Find the degrees of latitude and longitude of your town.
TASK ANALYSIS
Point out location of town on wall map. Write degrees of latitude and longitude of town on project sheet .
MEDIA
Wall map. Project sheet.
CRITERION
Written quiz over all work.
Teacher-pupil conference.
UNSUCCESSFUL
SUCCESSFUL
GOAL
Locate any point on a map by using degrees of latitude and longitude.

Flow chart shows integration of media in a social studies unit on maps.

Objectives Attained	Above Average	Average	Below Average
The student will be skillful in the utilization of audio-visual equipment and their application to classroom learning situations, with emphasis on the new media.	100%	0%	0%
The student will know the role of instructional software in the curriculum and will be familiar with its advantages and weaknesses.	80.95%	14.29%	4.76%
The student will be familiar with a variety of display techniques, including bulletin boards, flannel boards, chalkboards, their construction, evaluation, and practical application.	52.39%	38.09%	9.52%
The student will be proficient with basic production of instructional software.	76.19%	23.81%	0%
The student will know how to apply the systems approach to his teaching and design it in such manner as to make his instruction practical.	33.33%	42.86%	23.81%
The student will develop a favorable attitude toward instructional hardware and software by being familiar with their potential as a means to more effective and efficient communication and learning.	95.24%	4.76%	0%

Results were favorable and gave evidence of the value of this cooperative project. The majority of students rated the attainment of the objectives high and were satisfied with the results of the audio-visual phase of the program.

If the same three professors were to cooperate on future programs, the experiences gained could serve to strengthen their integrated program, and thus, the dissemination of information would be more effective.

The enthusiasm and feedback of both the students and the professors involved warrant similar programs of this nature in the future.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The work of this team was an outgrowth of the deliberations of the Elementary Education Department at Indiana State University as the department members considered ways of improving the preparation of classroom elementary teachers. Work was started on the team approach to block planning and teaching in the fall of 1971 with implementation during the winter and spring of 1972. With the help of a planning committee, the three professors directly involved in the three areas being organized developed the unified team approach to a block of ten hours (nine credit hours) a week for the subject areas of language arts, social studies, and audio-visual.

Careful attention was given to keeping the Department faculty informed about the progress of the team and for soliciting their suggestions and ideas as particular problems developed in the structuring of the new approach. An environment of cooperation at all levels of participation was fostered through the offices of the department chairman and support of other faculty members. The total effort that makes such a project possible is the result of the many persons and groups brainstorming ideas which better the program and product. An additional spin-off from the project is the help that each person receives in clarifying his role in the total task of pre-service teacher education.

Summary

A block of time commencing at 9:00 a.m. and ending at 11:00 a.m. for each school day of the week was set aside for instruction in social studies, language arts, and audio-visual. This blocking required that the students move into the three specialized areas of instruction as special material was available in these class-laboratory rooms. Team teaching and cooperative teaching techniques were used to integrate activities and experiences of the mentioned subject areas.

The goal of the block was the eventual integration of all audio-visual course content with social studies and language arts and integration of overlapping parts of the social studies and language arts areas. Not all audio-visual content was combined during the first cooperative semester of work. The non-integrated units were chalkboards, flat pictures, programmed instruction, bulletin boards, and study displays, while the laboratory experiences primarily were equipment operation.

Laboratory activities were a part of the integrated approach. Students produced transparencies and mounted and laminated pictures

applicable to the social studies and language arts areas.

Free and inexpensive materials for the subjects were covered and students viewed and ordered a vast amount of media for their own use.

In addition to the above mentioned integration, the longitudinal strands common to other blocks gave further continuity to the total preparation program for elementary school teachers. Blocking of instruction provided the opportunity to present greater amounts of material and helped students to see interrelationships. The block also provided the students with instructors who are living examples of what they believe to be excellent teaching. The adage--You teach as you are taught--perhaps summarizes this experiment.

Conclusions

1. In planning and implementing a program change such as Block II, there should be a maximum input from fellow faculty members and students. Students can give direction in pointing out desired changes, can give help in planning during the implementation stage and can give necessary feedback following the given semester. The resources of the departmental faculty should be used in a composite and creative manner as was done in Block II.

2. It is possible to use effectively graduate assistants in a cooperative venture of this kind. This was explored to a limited extent in videotaping which could have been expanded.

3. The content of the courses blocked together limited the amount of team teaching that could be done, but there are many areas that can and should be considered for team teaching within this present arrangement.

4. As one rebudgets the time allotments in various areas, there should be careful attention given to the priorities that come from this rebudgeting to prevent important areas from being omitted or slighted.

5. The success of a venture of this kind rests heavily upon the compatability of the teaching team.

General reflections concerning this first team planning and teaching effort were positive. The "first time around" produced some problems but many successful experiences for all concerned. As time evolves, the time needed for planning and communication will likely decrease while the time spent on classroom implementation will likely increase.

However, the first cooperative phase has probably brought about a fundamental change in thinking on the part of the participating faculty at Indiana State University.

Recommendations

1. The Block II program should be expanded to explore a variety of different types of course organizations and differentiated staffing. Instead of having three persons in the instructional team, this could be expanded to nine (three in each area). This would allow for team teaching within each subject area.

2. The various component courses within the block should have a subject matter committee which assists in the establishment of priorities and then serves as an advisory committee within the area of competence.

3. In the future offerings of the course, it may be desirable to consider certain identifiable components that lend themselves to a performance-based approach but at the same time avoid dissecting the teaching act into a series of fragmentary behaviors.

4. Adequate time should be allowed in the schedule of faculty members for cooperative planning with interested persons.

5. Formative evaluation procedures should point up weaknesses for immediate correction.

6. The team program should be flexible and not in a lock step process where all teams work exactly alike.

7. The needs of the students must be kept in clear focus and frequently reviewed by the team.

8. Lines of communication must be kept open, and all interested persons must be kept informed at all stages.

9. Harmony and unity of purpose among the interested faculty must be ever present and guiding all discussions and work of the team.

10. To overcome the equipment scheduling problem, one room should be fully equipped specifically for a class containing all types of equipment, so that each block, class, and student will have ready access to the materials needed.

11. To further integrate the audio-visual with other subject matter areas the following points should be considered:

A. Assignment of a graduate assistant to take pictures of each student for identification purposes and to take slides of the block program in action.

B. Students should construct actual bulletin boards or design a miniature with construction paper cutouts to emphasize a language arts or social studies theme.

C. Students should produce these boards including numbers, letters, and characters.

D. Each type of equipment should be integrated into a language arts or social studies activity.

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